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THE FAVORITE POET

By GRUNDY STEINER
Northwestern University

AN EMBARRASSING number of years ago (as things now stand) a university freshman one morning scanned the pages of an essay upon its return to see whether his English professor had jotted any comments in the margins. There was no need to look far. Across the top of the first page stood the words: "Correct but lumbering prose—you should read more Ovid!"

The present remarks are reflections upon the advice of the professor of English and upon the reasons for styling Ovid as "the prince of story tellers."

Now right off we should set aside certain considerations that have nothing to do with the poet's genuine merits: 1) He wrote many stories, but mere quantity is not enough—Apollodorus and (perhaps) Hyginus tell more without having written best sellers. 2) Ovid's plots are not original, but garnered from various ancient sources; for him, however, as for Shakespeare, borrowing is not thievery, but an opportunity to exercise the interpretative imagination. 3) Since many of Ovid's stories are extant in other ancient authors, it cannot fairly be said that he is read as the only extant source for the stories he tells.

Since his peculiar merit lies neither in the numerical profusion of his stories, nor in their originality of plot, nor in their solitary existence in his works, it seems likely that he is read for the way in which he tells them. His narrative technique, therefore, is our present concern.

This technique could best be examined in generous passages from his writings. Limitations of space, however, compel the use of mere samples—of episodes in the *Metamorphoses* familiar from high-school and elementary college texts, chiefly from the stories of Daedalus, Perseus, and Orpheus.

The basic outlines of these stories are reported by an author like Apollodorus (not Ovid's source, however), often in about as many words as Ovid has lines. This fact suggests that Ovid has managed to get a substantial amount of meat upon the dry bones and that this "meat" or "mus-

ON FIRST LOOKING INTO CHAPMAN'S HOMER

THE ENGLISH OF JOHN KEATS
Latinized

By H. H. YEAMES
Boston, Mass.

Multas per terras vectus quondam
aurea multa

Litora lustravi regnaque nobilia;
Insula quaeque mihi nota est ubi
munera Phoebos

Hesperii vates carminibus tribuunt.
Audieram quotiens latam et laetam
regionem

Esse ubi Homerus adest altisonus
dominus;

Sed non hoc purum poteram spirare
serenum

Dum Caupo magna voce locutus
erat.

Qualis scrutator caeli nova quando
planeta

Navigat in visus, talis ego ipse fui;
Ut Balboa valens aquilinis conspicit
undas

Pacificas oculis dum comites
acriter

Sese spectantes omnes mirantur
hiantes

Atque silent montis vertice Darieni.

cle" is a major source of his narrative power. But it will also be apparent that Ovid knows the psychology of his audience and has a flair for asking the questions we should all like to have answered.

One of the most popular tales in the texts is that of Daedalus (*Met.* 8.183-235), perhaps because it needs no expurgation, but more because it is true to the psychology of children and parents, and still more, no doubt, because it is a good story—besides, men have always wanted to fly. Note two episodes:

First, as Daedalus builds the wings, Ovid has little Icarus chase the feathers shifting in the breeze and use his thumb to soften the wax in play. These acts are not essential to the story—they are neither the dramatic consequence of anything that has happened, nor the cause of anything that is going to happen—but they serve two purposes. 1) They recreate vividly for the reader what he would have seen had he been

present to watch; 2) they match the experience of any parent who has been "helped" by a young child, and hence give many readers a trace of the feeling that they have a personal share in the bitter experience of Daedalus as the story unfolds.

Second, after Daedalus (as anxious as any other parent under the circumstances) has given his instructions, Icarus takes off and, like a teenager with his new driver's license, goes barreling through the upper air. Ovid makes the story of the flight convincing by supplying, casually, a kind of aerial map of the Aegean, for an aviator who had left Delos and Paros behind, and had Samos on his left and Lebinthos and Calymne on his right, should be circling in the vicinity of Icaria, the burial island. A good story-teller should "lie like the truth," and nothing is so persuasive as circumstantial detail. A reader who knows the correctness of the geography is likely to feel, subconsciously, that if the *geography* is correct the *story* also must be true (though the proper and less glamorous conclusion might be merely that the poet had learned his geography well).

Other circumstantial details appear in the story of Perseus and his first glimpse of Andromeda: "As Perseus noticed her bound by her arms to the hard rocks (had not a slight breeze disturbed her hair and were warm tears not falling from her eyes, he'd have thought her a work in marble), without realizing it he caught fire, and, amazed and struck by the sight of her beauty, he almost forgot to keep beating his wings in mid-air" (*Met.* 4.671-676). Not only does Ovid say that she was as beautiful as a statue, but in addition we comprehend the impact of that beauty through Perseus' physical reaction.

Perseus was negotiating to rescue the girl when, "Look! Just as a beaked ship sweeping along, propelled by the toiling arms of men, plows the waters, so the beast cleaved the waves by the momentum of its breast; . . . the young man, pushed off from the ground with his feet, went right up into the clouds. His shadow was seen on the . . . ground and the beast attacked the shadow . . ." (*Met.* 4.703-710). Note the impres-

sion of the unswerving, mighty monster, like a galley under way, but more particularly the circumstances of the start of the fight. Everyone has sometime been startled by the shadow of a large bird (or nowadays of an aeroplane) sweeping across the ground on a sunny day. Even animals prick up ears at these swift shadows. This detail is not implicit in the traditional story; Ovid uses it to facilitate Perseus' initial success, since, as the monster takes after the shadow, Perseus is able to dive upon him from above. In addition, the reader is thereby brought into the presence of the action, and the detail, being perfectly believable, lends credence to the entire story.

Ovid's taste and skill in manipulating the elements of a narrative are also well shown in his version of Orpheus' visit to the lower world. In the *Georgics* Vergil, preoccupied with the gloom of that realm, does not quote Orpheus, but merely reports the effect his words produced. Magnificently he tells how the singer approached the shades and moved them by his singing: *iamque pedem referens casus exacerat omnis/redidit-que Eurydice superas veniebat ad auras* (*Geor.* 4.485-486). Ovid, by contrast, looks to other matters. For example, just what *would* a man say to the infernal powers to *persuade* them? What argument would stand up? And granted that he won his case, *where* would he find his wife, and *what would her soul be like* after death? As for the argument, Ovid lets us hear Orpheus' own words: he has not come as a sight-seer, or to kidnap Cerberus, but to get his wife; he has tried to withstand his grief, but Love has conquered—a god who, if the story of the ancient kidnapping is not false, is likewise known below; further, this is not to be a permanent restoration—*omnia debentur vobis . . . tendimus hic omnes . . . haec quoque, cum iustos matura peregerit annos, iuris erit vestri* (*Met.* 10.17-39). All is very logical and appropriate; the shades, impressed, stop to listen (as in the *Georgics*), and Orpheus gets his loan. Then Ovid adds: "They summon Eurydice. *She was among the recent shades and walked with a slow step from her injury*" (*Met.* 10.48-49). Now that our questions have all been answered, Orpheus and his wife can start on their journey back.

In these and countless other passages Ovid can be said to supply what the curious reader wants to know: What Orpheus said to Proserpina; how Atalanta reacted per-

sonally to Hippomenes and his challenge; exactly how Niobe's children died, one by one; how Pyramus' blood chanced to color the mulberries and how Thisbe fitted the sword point just below her breast. Occasionally these graphic details are homely or unexpected, as when Daphne's clothing flaps against her body in the breeze; when forked wooden props are said to support the house of Philemon and Baucis; and when Coronis tries to pull the cloak from her shoulders, only to find that it has turned to plumage. Examples are legion.

Yet to tell the reader everything would spoil the joy of mystery. Ovid



WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see *THE CLASSICAL OUTLOOK* for November, 1958 (page 14), or address the American Classical League Service Bureau, Miami University, Oxford, Ohio.



states something of the principle when he says of Daphne's beauty: *siqua latent, meliora putat* (*Met.* 1.502). He therefore sometimes lets the reader try to reconstruct a detail for himself. What words, to offer but an isolated example, did the reeds say when the wind blew through them? Ovid reports only that the barber whispered the news of Midas' asinine ears into the ground and then filled the hole; later, the reeds, as the wind blew, "betrayed their cultivator, reporting the buried words and revealing the ears of the master" (*Met.* 11.192-193).

Finally, Ovid could laugh at the patness with which some of the elements of his stories worked out and the over-appropriateness of some of his analogies—witness his remark that the blood spurting from Pyramus' wound resembled water from a leaking pipe; his suggestion that the modest Andromeda would have held her hands before her face if they had not been tied down; his portrayal of Apollo's offer to pursue more slowly if Daphne would slow down; and the fact that when Mt. Tmolus judged the music contest between Apollo and Pan he pushed from his ears not hair, but trees!

But where is the professor of English with his advice about reading

Ovid? We have noted that Ovid knew a good story when he saw one; that he put meat on the bones of tales which looked barren in outline; that he "lied like the truth" and used bits of description to turn his reader into an "eye-witness"; that his sense of humor lets both him and his reader laugh when they wish. We could also have watched him secure suspense and variety, have observed his development of themes and motifs, and have noted other virtues which would appeal to the professor. But, why, specifically, should a heavy-footed writer of prose be told to read Ovid?

Partly, no doubt, because he writes clearly—someone has suggested that he is obscure only in the oracles which are intended to confuse. Partly, one assumes, because his writing is forceful and, of course, because it is vivid. But the specific quality the professor must have had in mind has not yet been mentioned.

The modern reader touches this quality negatively when he consults translations, for nearly all translators read more slowly than their original. They use too many words, either to fill out meters, or because their vernaculars are inherently verbose, or because they are obsessed by the feeling that one more adverb, or one more phrase, will somehow make this stuff more explicit. Perhaps so, but the reader is delayed.

Another approach brings out more clearly the nature of this quality we are trying to identify. Anyone who reads *first* Vergil and *then* Ovid will recognize it; so will anyone who hears a symphony by Brahms and then one by Mozart. Some artists create with magnificent facility; others labor over every word or every note. Ovid's facility we call "swiftness" when we admire him, and "glibness" when we are scornful. "Swiftness" or "glibness," it sweeps the reader along, smoothly, effortlessly, from beginning to end in each story, and makes the poet a model for those who would not be slow of foot.

One last word, though much more could be said: When a story-teller begins, one should not count upon philosophy or sound moral instruction or major academic learning (though he may find them)—one hopes, first of all, to be entertained. This is the surest approach to Ovid. This is why, although Vergil has always been regarded as the greater poet, and Horace has always seemed to have more to say, Ovid has, in many ages and for many persons, been the favorite poet of all.

THE CLASSICAL OUTLOOK

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PROGRAM FOR THE
TWELFTH LATIN
INSTITUTE

By EDWARD ECHOLS

Phillips Exeter Academy, Exeter, N. H.

THE American Classical League will hold its twelfth annual Latin Institute at the Phillips Exeter Academy, in Exeter, N. H., on June 25-27, 1959. The following program is of necessity subject to the usual "change without notice"; such matters as the precise meal arrangements have not yet been completed.

Thursday, June 25—Registration, Academy Building.

Thursday, 9:00 a.m.—Meeting of the Council of the American Classical League.

Thursday, noon—First luncheon.

Thursday, 2 p.m.—Greetings, William G. Saltonstall, Principal, Phillips Exeter Academy; "The Vergilian Smile," Kevin Herbert, Bowdoin College; "Fortissimi Omnium . . ." Dorothy Rounds, Arlington (Mass.) High School; "Latin's Labor Lost—Or Is It?" Sister Mary Elias, O.P., Sacred Heart Academy, Washington, D.C.; "A Turkish Joe Miller," Albert Rapp, University of Tennessee.

Thursday, 7:45 p.m.—"Why Roman Johnny Could Read," Clarence A. Forbes, Ohio State University; "Some Linguistic Devices for Beginning Latin," Robert A. Hall, Cornell University.

Thursday, 9:00 p.m.—Social hour, courtesy Phillips Exeter Academy.

Friday, June 26, 9:00 a.m.—"The Latin Teacher and the Legions," Lt. Col. John R. Elting, U. S. Military Academy; "Law and Order in Cicero's World," James H. Oliver, Johns Hopkins University; *Coffee break*; "A Vergil Reading," Goodwin B.

Beach, Trinity College, Hartford, Conn.

Friday, 1:45 p.m.—Annual reports of the officers of the American Classical League.

Friday, 3:00 p.m.—"Progress Report on Teacher Recruitment," Carolyn E. Bock, State Teachers College, Montclair, N. J.; "An ACL Summer: A Joint Report" (illustrated), Lucille E. O'Donnell, Peabody High School, Pittsburgh, Pa., and Marian West, St. Catherine's School, Richmond, Va.

Friday, 7:45 p.m.—"Welcome to the League and Introduction of the Speaker," Honorable Wesley Powell, Governor of New Hampshire; "Not to Bury the Classics," Herman Allen, Education Editor, *Newsweek*; Presentation of League Citations to Herman Allen, Richard Nixon, William Saltonstall, and Harry S. Truman.

Saturday, June 27, 9:00 a.m.—"Cicero's Humor," Robert M. Galt, Phillips Exeter Academy; "Ovid's Humor," Graves Thompson, Hampden-Sydney College; "Cumae and the Sixth *Aeneid*," speaker (representing the Vergilian Society of America) to be announced; "Excerpts from a Psychiatrist's Notebook: The Case of Cupid," Louise Lincoln, Eastmoor High School, Columbus, Ohio.

Saturday, noon—Final luncheon.

The League, the Academy, and New Hampshire extend to you the warmest of welcomes!



THE FOUNDING OF ROME

According to tradition, the city of Rome was founded by Romulus on April 21, 753 B.C., the festival of the Roman deity of flocks and shepherds, Pales. Why not invite your classes to celebrate the Palilia in honor of the Eternal City?

LETTERS FROM OUR
READERS

LATIN ON TELEVISION

Sister M. Dorothea, D.C., of St. Vincent's Academy in Shreveport, La., reports a successful television program "presented over Station KNOE by a first-year group from St. Matthew's High School, Monroe, La. The youngsters seemed to enjoy doing the telecast, which was but an expansion on one of their regular Latin Club meetings. As much as possible we conduct our meetings in Latin."

Our readers may be interested in excerpts from the script—

Call to order: Consul—Conventus ad rem, si placet vobis. Surgite et oremus. Pater Noster . . .

Unfinished business: Consul — Ecquid rerum non confectarum apportatur?

Discussion of a proposed club newspaper: Quod nomen acta nostra habebunt?—Nescimus ad hoc tempus.—Nobis nomen deligendum est.—Editores quoque brevi eligemus, —Certe.

NEWS FROM MASSACHUSETTS

From Edith M. Lynch, of Medford, Mass., Chairman of the Massachusetts JCL Federation, comes the following glowing account:

"Those who participated in the Fifth Annual JCL Convention for Massachusetts will always remember what a thrilling affair it was. The host chapter at Norton, under the direction of their adviser, Mrs. Jean Findlater, had created a remarkable Roman setting.

"Roman soldiers" were in the parking lot to greet and direct the arriving guests. When all these, properly attired in Roman costumes, had registered and received their name tags, they assembled in the auditorium, a scene of Roman splendor. The side walls were covered with long murals depicting the Appian Way. White colonnades stood on each side of the stage, set with white wrought-iron furniture and a speaker's stand in the style of a Roman altar.

"After the state chairman and the guest speaker were seated on the platform, slaves bearing sedan chairs ceremoniously carried in the Massachusetts president, Irwin Barnette of Medford, and the Norton first consul, Cynthia Winsor. The Pontifex Maximus released a homing pigeon and declared, *Omina sunt bona*.

"The morning assembly (a scholarly address and a business session) was followed by a Roman banquet. This took place in the cafeteria, skillfully transformed into Nero's Banquet Hall, with high pilasters and painted festoons of fruits and with exquisite flower arrangements in concrete bird baths. The tables which bordered the room accommodated 275 'banqueters' while another 75 'reclined' on floor mats and partook of their own box lunches and *mulsum*.

"Special features were the worshipping of the Lares, the entertainment between courses, the gift presentation to Miss Mary Sullivan, our first Massachusetts JCL Chairman, and the costume parade, with small trophies awarded to the three 'Romans' who had the best homemade costumes.

"The afternoon session opened with the election of state officers. Then came a program of entertainment: two skits, 'Barba Caerulea,' in Latin dialogue, and 'Jumping Jason's Review,' an original musical program of Roman parodies of current hit tunes, both presented by the Medford chapter. The meeting was brought to a close with the announcement of the successful candidates.

"Students, advisers, and guests have enthusiastically commented on the success of this outstanding student activity."



SOME REMARKS ON THE LATIN SITUATION

BY FREDERIC W. HORNER

John Burroughs School, St. Louis, Mo.

THIS REPORT, originally prepared for the Eleventh Latin Institute, held in June, 1958, at Miami University, follows an assignment presented by Dr. Carolyn E. Bock, Chairman of the Committee on Procurement and Preparation of Teachers that was set up by the Committee on Educational Training and Trends of the American Philological Association and works with and through the Joint Committee of American Classical Organizations. Specifically, it deals with 1) the work of the sub-committee on Increased Enrollment in Latin III-IV, chaired by the present writer, 2) the results of some interviews with college admission officers, and 3) the records of some Latin III-IV students on the recent National Merit Scholarship Examinations.

These topics have a certain lack of unity, which springs from the writer's careless practice of mentioning, in routine correspondence, unrelated items on which he rashly thought

he possessed pertinent information. They represent the findings of one who is in the unenviable position of spending roughly equal amounts of time on the active teaching of Latin and on secondary-school administration.

1) In 1956 the Joint Committee established two sub-committees: one on Procurement and Preparation of Teachers (Committee A), headed by Dr. Bock; the other on Curriculum (Committee B), chaired by Dr. Harry Levy, of Hunter College. Among the concerns of these committees were—and are—"the content and function of Latin II, and increased interest and enrollment in Latin III-IV." (For a list of the specific objectives see the *Classical Weekly* for March 4, 1957.)

Space does not permit even a brief outline of the tremendous amount of valuable work being done by these two sub-committees. Committee A, for example, was divided into nine sub-committees, embracing a total of over forty classicists, each dealing with a specific assignment. Committee B numbered eleven separate classicists. Some of the contributors and their assignments are Dr. Robert Wolverton, of the University of Georgia—"What colleges or universities in each state offer Latin III and/or IV by correspondence or extension?"; Mr. William Brunt, of Pelham High School, New York—"List advantages of Latin III-IV for the high-school student"; Sister Maria Thecla, of Sacred Heart High School, Pittsburgh—"Write educational TV stations to discover if any programs offer Latin III-IV, and what their attitudes are toward such courses"; and Mr. Benjamin Calacci, of Bloom Township High School, Chicago—"Compile a list of ways which have proved successful in promoting a Latin III-IV program in a school."

This is by no means a complete list, for other contributions are yet to arrive. Although it is poor policy to single out the efforts of individuals, attention must be called in all fairness to the definitive report of Dr. Wolverton, a truly exhaustive study, and to the excellent article by Mr. Brunt, which was rightly considered of such merit that it was sent with a covering letter to the principal of every four-year, six-year, and senior high school in New Jersey.

It is clear that there is considerable overlapping in the work of Committees A and B. For example, the writer's report, under Committee A, on

"A Good Latin III-IV Program in High School" comes logically under the work of Committee B. (This report, along with others, has been circulated as part of "Packet No. 3" by the indefatigable Dr. Bock. It is hoped that there may be comments and criticism, favorable or unfavorable, in the near future; until such opinions are received, a discussion of this effort seems a bit premature.) Both Dr. Bock and Dr. Levy concur in this opinion, and at the APA meeting in December, 1957, there was discussion of re-assembling assignments.

2) It is admitted that the number of college admission officers interviewed represents such a small percentage of the possible total that the results constitute a mere sampling—interesting, and encouraging to classicists, but hardly definitive. During the academic year 1957-1958 the present writer made it a point to ask representatives of fifteen colleges their recommendations as to the study of Latin in high school. The results are probably "slanted," since most of these colleges have fairly rigorous entrance requirements. Thirteen of the fifteen asked for more than two years of one foreign language; ten stated that, if one language only were offered, Latin was preferred; all of them said they were glad to see some Latin on the transcript of courses for college; most of them, in answer to a direct question, said they had not noted an increase in the numbers of those offering three years of Latin, and several stated that entering students had attributed their lack of three years of Latin to the fact that their schools did not offer that much Latin. These replies tie in with the familiar facts about the critical and crippling shortage of qualified Latin teachers, especially in third-year Latin. Neither in the writer's own school nor in many others, both public and private, is there any aversion to Latin on the part of either parents or pupils. Let us bear in mind that this situation has existed for several years, and is in no way related to any recent hue and cry caused by "L'Affaire Sputnik." Virtually all leading educators agree that this unfortunate episode points up the need, not for better science education only, but for sound, rigorous, and carefully planned processes of education in science and mathematics and all the principal areas of the humanities.

3) Finally, let us take a cursory glance at the records of some Latin III-IV students in the National Merit

Scholarship Examinations. It must be understood that these results are for the examinations administered in October, 1957, and in April, 1958; the figures and rankings come only from members of the senior classes at John Burroughs School. Now the observations: a) On the 1957 series, all the five finalists had studied Latin, four of them for three years. Of the four who gained honorable mention, two had had three years of Latin, one, two years, and one no Latin. b) On the 1958 series, eight of the nine finalists had studied Latin, six for three years, two for two years. Of the six who gained honorable mention, three had Latin, two of these for two years. c) Each of the nineteen who had taken Latin stated that he or she had been greatly helped by Latin on the verbal elements, vocabulary especially. This Latin-English tie-up has been amply illustrated by studies made of the results of Latin versus non-Latin students on the verbal section of the College Entrance Examination Board Scholastic Aptitude Test. Latin is a help in the acquisition of English vocabulary, and in the appreciation of the different possibilities for the meaning of a word in relation to its context. d) Since classicists use the clear-eyed, objective approach, it must be pointed out that Latin at John Burroughs School is elective, and that in general the students who rank low are not encouraged to take up a foreign language at the sole starting point, grade 8. The percentage of those who do not start Latin varies from year to year, naturally. This past September, for example, 54 of 69 entering students started Latin. The selection process is guided by the principal of the Junior School, while the chairman of the Latin Department remains, by his request, in complete ignorance of the results. e) In summary, let us observe, with honest pride, that the top students in the Merit Scholarship were Latin students; that their study of Latin was of great help to them; and that the non-winners, whether or not they had studied Latin, were for the most part not in the upper third of the class anyway.

In conclusion, here are some observations *de rebus nunc agendis*: 1) Activities to keep Latin strong must be pursued by each of us in our own educational areas. 2) We must make the best possible use of the excellent materials put out by the American Classical League, and encourage our students to join the Junior Classical League. Such steps

can represent sound motivation toward the objective of learning to read Latin as a language. 3) We must keep the local classical club active, or perhaps organize one—for teachers only, or for teachers, friends of the classics, and students, whichever best suits the situation. Such meetings can be very effective, especially when scholarly papers are intermixed with talks and panel discussions on current teaching problems. For example, the St. Louis Classical Club devoted two of its seven meetings for the year 1957-1958 to discussions of the promotion of Latin III-IV and of suggestions for a Latin III-IV curriculum, discussions that were of real value to the writer in his work for the cause.



EUGENE S. McCARTNEY

Classical studies in general, and this publication in particular, suffered a severe loss in the unexpected death, on January 8, 1959, of Dr. Eugene S. McCartney, Associate Editor of THE CLASSICAL OUTLOOK since 1955.

Born in Wilmington, Del., on March 1, 1883, Dr. McCartney had a distinguished career that included undergraduate and graduate study at the University of Pennsylvania, which granted him the doctorate in 1911, and service as a teacher of the classics at his alma mater, at the University of Texas, at Evansville University, and at Northwestern University. In 1915 and 1916 he was a fellow at the American Academy in Rome. In 1922 he joined the University of Michigan as editor of scholarly publications, a post he held until his retirement in 1953, when he was named editor emeritus.

Readers of THE CLASSICAL OUTLOOK are familiar with the frequent articles, notes, and reviews by Dr. McCartney that have appeared not only in these pages but in practically all the classical journals in the country, as well as with his contribution to the "Our Debt to Greece and Rome" series, *Warfare by Land and Sea*. His encyclopedic scholarship was equaled by his courtesy, his humor, and his never-failing helpfulness.

—K.G.



BRITAIN FROM CAESAR TO CLAUDIUS

By D. WM. BLANDFORD
Trinity School, Croydon, England

MOST CLASSICISTS are familiar with the relations between Rome and Southeast Britain during the century which separated Caesar's expeditions of 55-54 B.C.

from the Claudian invasion of A.D. 43. Augustus apparently planned invasions in 34, 27, and 26 B.C., but they came to nothing; the shipwreck of Roman troops off Britain in A.D. 16 is the only reference to the island during the reign of Tiberius; and the contemplated invasion of Caligula in A.D. 40 resulted in a farce.

So much for the Roman side of the question. But what was happening in Southeast Britain itself during these hundred years? To answer this question we must go back to a generation before Caesar, to the first invasion of Britain recorded in history.

About 75 B.C. Southeast Britain was invaded by a group of Belgic tribes from Gaul which included the Catuvellauni and the Atrebatas. About 50 B.C. there seems to have been a second invasion of Belgae led by the refugee king of the Atrebatas, Commius. The history of Southeast Britain from Caesar to Claudius is largely the history of these two tribes.

First the Atrebatas. Commius landed in Britain about 50 B.C. He had his capital at Selsey in Sussex and soon established his sway over parts of Sussex and Hampshire. He ruled from about 50 to 20 B.C. (most dates in this century are merely tentative) and was succeeded by his three sons: first Tincommius (20 B.C.-A.D. 5), who transferred the capital to Silchester (Calleva Atrebatum); then Eppillus (A.D. 5-10), who was the first to put the word *rex* on his coins; and finally Verica (A.D. 10-43), probably the Bericus who fled to Claudius in A.D. 43.

Next the Catuvellauni. In Caesar's time the king of the Catuvellauni was Cassivellaunus, who had his capital at Wheathampstead in Hertfordshire. In or before 54 B.C. Cassivellaunus killed the king of the Trinovantes, who seems to have been called Immanuentius. The dead king's son Mandubracius sought the protection of Caesar, whereupon Caesar stormed Wheathampstead, restored Mandubracius, and told Cassivellaunus not to attack Mandubracius again.

Cassivellaunus probably died about 40 B.C. He seems to have been succeeded by one Andocos or Andocommius (40-20 B.C.) and then by Tasciovanus (20 B.C.-A.D. 10), who renewed the attack against the Trinovantes and transferred his capital to Prae Wood (Verulamium). Perhaps after short reigns by Segovax (if that is his correct name) and Epaticus, the kingdom of Tasciovanus passed to his son Cunobelinus (A.D. 10-40), Shakespeare's Cymbeline.

Cunobelinus continued the war against the Trinovantes, annexed their lands, and transferred his capital to Sheepen Farm (Camulodunum). He drove out Dubnovellaunus, who fled to Augustus, and later his own son Adminius, who fled to Caligula. At the time of his death, shortly after A.D. 40, Cunobelinus was virtually king of Southeast Britain (Suetonius calls him *Britannorum rex*) and Colchester was virtually its capital. Thus when the forces of Claudius landed in A.D. 43 their main opposition was that put up by the sons of Cunobelinus, Caratacus and Togodumnus, and their main objective was Colchester.

These notes are not complete: much has been omitted, much simplified, but an attempt has been made to give an outline of a little-known but important chapter in the history of Roman Britain, and to show why certain British kings figure in Roman politics.

NOTES AND NOTICES

THE CLASSICS REQUIRED

According to an announcement sent in by Professor Van L. Johnson, of Tufts University, a working knowledge of at least one ancient and one modern foreign language is required of all candidates in the new doctoral programs being offered by this Massachusetts institution. The purpose of the programs is "to prepare scholar-teachers whose specialized competence is supported by mature study of the principal related humanistic fields"; the co-operating departments are Classics, Drama, English, French, History, and Philosophy. It is encouraging to see one more university recognizing the importance of Greek and Latin for graduate work.

PAGING THE NON-CLASSICIST

The attention of our readers is called to the appearance in the November, 1958, issue of the *Critic*, publication of the College English Association, pp. 9-10, of a strongly-worded plea for the restoration of Latin to its old place in the high-school curriculum. The author is Dr. A. M. Withers, of Athens, W. Va.; the title is "Latin: Unpopular, Deserted, Necessary." Dr. Withers is completely right: whereas statements about the value of the classics are gratuitous in classical circles, where they are most often to be heard and read, it is essential that they be directed at the non-classicist, lay and

professional, who remains to be convinced. Here is an activity in which all classicists can, and should, engage vigorously.

QUO VADIS—AGAIN

By DORRANCE S. WHITE
University of Iowa

THE FUNDAMENTALS of Latin teaching, like those of secondary education generally, have not changed. We still are hard pressed to implant the fundamental law that a transitive verb takes a direct object and that, when it does, "who" becomes "whom" and *puella* becomes *puellam*. And the best way that I know by which to apply this implantation or instillation is to gather a number of "who's" that should be "whom's" from the faulty language of our TV cartoons, news reporters, and other TV scripts and hurl them at our youthful TV-cartoon addicts until they become as conscious of the grammatical errors as they are of the cartoon humor.

I cite "who" and "whom" only as typical of a score of grammatical misuses that are spoiling the integrity and beauty of our language. And when "who" and "whom" have been properly ground in and made a part of the mental fabric, then is the time to approach with heavier artillery such other grammatical sins as "Who's there?—Oh, it's *me*," and "I, too, he blamed," and "Each one of us *are* to blame," and that most deadly sin of all, the use of "like" as a conjunction in place of "as if" or "as" ("Like I said, I had no time to think.").

Sometimes I wish I were a dictator—not one given to quail-hunting, but one who would be assiduously on the job and turn over to Hatlo of "They'll Do It Every Time" fame, to be punished in a Hatlo Inferno, all adults who mess up our beautiful English language. If I were Hatlo, I would make my victims use properly "who," "whom," "I," "me," "like," and "as if he were" thousands of times until their tongues hung out and they were completely repentant.

In like manner I would put in stocks and plaster with stale cream pies all those who pronounce "contro-ver-si-al," "DISCharge," "irre-VOKEably," "deSPICable," "ap-PLICable," and scores of other atrocities. I would hang a weight on the tongues of those who pronounce "He restor-r-r-red the ter-r-r-ritory to the ter-r-r-rible Tur-r-r-rk." And I would tap a warning on the shoulder of the Englishman who uttered "staht" for "start" and the fellow

who said "bahx" for "box" and "Gahd" for "God."

Then I'd fold my cloak about me and lie down to dreams of a land where everybody spoke impeccable English and prime TV programs graced the screen *sans* advertising sins!

REGULATIONS FOR THE SIXTH NATIONAL JCL CONVENTION

By BELLE GOULD

Henderson (Tex.) High School

IF AN organization is to function smoothly, rules and regulations must be set up to guide the conduct of the group. These rules must be observed or else they will prove useless. Since the Executive Committee and the sponsors of the National Junior Classical League believe that our organization is made up of only the highest type of student, they want JCL to be welcome on any campus and to be invited back. Accordingly, delegates to the Sixth Annual Convention, to be held at St. Olaf College, Northfield, Minn., on August 9-13, 1959, are expected to be business-like and constantly aware of their responsibility as representatives of the largest classical organization in the world. Rules have been kept to a minimum, but those set up will be enforced.

1) *Registration.* Attendance at the Convention will be limited to seven hundred delegates, on a "first come, first served" basis. Applications for reservations should be made to the Registrar of the Convention, Miss Lourania Miller, 2543 Gladstone Drive, Dallas 11, Tex. The delegate will be sent an application card, which must be signed by a) the delegate, b) his sponsor, c) his principal, and d) a parent, indicating consent and giving assurance that the delegate will be co-operative and financially responsible at the Convention. The signed application card is to be sent to Miss Miller with a \$5.00 room-reservation fee (which will be applied on the \$18.00 fee being charged by the College) plus 40¢ for the JCL registration fee. If the delegate wishes a sightseeing tour of St. Paul and Minneapolis, he should add \$2.00 unless he plans to make the trip to Northfield in his own chartered bus. In brief, send Miss Miller \$5. 40; if planning to take sightseeing tours in Minnesota buses, send \$7.40.

2) *Arrivals.* Delegates may register from 2:00 to 11:00 p.m. on Sunday, August 9. No delegates will be admitted after 11:00 p.m., and delegates must arrive before that time if they

wish to spend the night in the dormitories.

3) *Housing.* Boys will live in Ytterbo and Thorson Halls, girls in Agnes Melby Hall. Meals will be served in Ytterbo cafeteria. There should be one sponsor or parent or other chaperon in the dormitories for each fifteen delegates; delegations including more than five boys must be accompanied by a male teacher or parent. Groups attending without an adult should contact a group that is sponsored and request "adoption" for the duration of the Convention. When delegates fill out their registration cards, they must give the name of the adult to whom they are responsible.

4) *Mail.* All mail and telephone calls for delegates at the Convention should be addressed care of the National Junior Classical League, St. Olaf College, Northfield, Minn.

5) *Identification.* Delegates must at all times wear the identification badge furnished them when they register. As further identification they must present signed meal tickets when entering or leaving the buildings. Buses may display JCL signs and the name of the state or town from which the delegates come, but the emphasis is to be placed on the national, not on the local affiliation.

6) *Supervision.* St. Olaf College is operated strictly on the honor system, and it is imperative that invited guests maintain this system, so that no delegate will need correction. Delegates will be supervised by their sponsors. The curfew rules (which are being extended by half an hour as a favor to the League) require delegates to be in their rooms by 11:00 p.m., with lights out by 11:30. There is to be no smoking; also forbidden are shorts (including Bermudas), blue jeans (for boys as well as girls), pedal pushers, and toreador pants while delegates are on the campus, sightseeing, or shopping. Those traveling in this apparel should change into street clothes as soon as possible after arriving. Delegates should board their buses as soon as they are dressed for the return trip.

7) *Program.* Special events or stunts should be registered with the President of the League and printed in the official program of the Convention. There must be no interference with the scheduled meetings.

8) *Candidates.* All candidates for national JCL offices must be accompanied by their sponsors.

9) *Dating.* Delegates may not accept dates outside of the organization

without first filing with their sponsor, who will in turn notify the President, written permission for such engagements from their parents. Refusal to co-operate in this matter will automatically cancel all JCL relationships. President Picha says: "The purpose of the National JCL Convention is to further interest in Latin and JCL, not the acquisition of friends with other interests. . . . Conduct at this Convention will determine if others are to follow."

10) *National Officers.* Retiring officers and all candidates for office

KNOW OF AN OPENING?

The success of the American Classical League's teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employer whose requests for teachers of Latin or Greek they themselves are not able to fill. Teachers in the schools or colleges are also requested to report any vacancies of which they may become aware. For full information about this placement service see THE CLASSICAL OUTLOOK for November, 1958 (page 14).

must attend an executive meeting on Wednesday, August 12, from 1:30 to 4:00 p.m., at a place to be indicated later. Newly elected officers must be photographed, at their own expense, before they leave, so that pictures will be available for publicity.

11) *Expenses.* Room and board at the College will be \$18.00, the first meal being on Sunday evening, August 9, and the last, lunch on August 13. Delegates will pay the balance (\$13.00) due on room and board at the College when they arrive. Checks should be made payable to St. Olaf College.

12) *Clothing.* The average temperature at Northfield during August is 80-90 degrees. Summer clothes, with a wrap for nights, are indicated. Swimming pools will be open; the one on the campus is free, and a new city pool will be available at nominal cost.

13) *Linens.* Linens will be furnished by the College; it will not be necessary for delegates to bring bedding or towels.

14) *Medical Care.* The College has a doctor, and five or six others will be available in the city on call. Reasonable medical care may be had at the College, but there will be no nurses on duty in the dormitories, and the College will not handle special cases requiring refrigerated medicines or periodic injections by a nurse.

15) *Checking Out.* All delegates must be checked out by 1:30 p.m. on Thursday, August 13. At the request of the National JCL Committee, rooms will be checked before delegates leave.

If all participants abide by these rules, the Convention will be pleasant and effective, and one more part of the country will be glad that the Junior Classical League was its guest.

BOOK NOTES

Homer and the Heroic Tradition.

By Cedric H. Whitman. Cambridge: Harvard University Press, 1958. Pp. xii plus 365. \$6.75.

"What has been done in recent times in the fields of archaeology, linguistics, history, anthropology, and comparative oral literature, not to mention literary criticism itself, has put the whole Homeric problem in so new a light that now above all else the interested reader of Homer . . . looks earnestly for a synoptic view, a framework by which he can shape his critical reactions within the bounds of rational and historical probability. What follows . . . is an attempt to formulate such a synoptic view, to bring together . . . the results of modern specialized disciplines relating to Homeric studies and the kind of criticism which, twenty years ago, was called 'new,' but which now . . . has become simply this era's characteristic way of approaching such problems as imagery, action, and the poetic consciousness."

This quotation from the "Preface" of Professor Whitman's new book—readers will recall his *Sophocles, A Study in Heroic Humanism*—is a valid statement of his purpose and, to a great extent, of his achievement. A positive but unaggressive "unitarian," the author lays greater weight on the interpretation of the *Iliad* (the *Odyssey* being largely relegated to the final chapter) as a poem than on the defense of any doctrine. As a result, the main part of the book, after preliminary chapters maintaining the thesis that "Homer's . . . spiritual affinities are essentially Attic" (p. 64) and, chronologically, that the

Iliad and the *Odyssey* are "the chief artistic glories of the Geometric Age" (p. 86), is devoted to discussion of the imagery, the characters, the philosophy, and the structure of the *Iliad*.

Professor Whitman knows Homer, and he knows Homeric scholarship. He also knows how to write. That his book requires close reading is due to the profundity of the detailed analysis and to the complexity and greatness of the *Iliad* itself. There is a maximum of documentation and a minimum of the subjective dogmatism ("... the design which emerges bears the unmistakable stamp of the waking intellect" [p. 250]) which seems inevitable in the pursuit of literary criticism. There is also little straining to make the evidence fit the theory, noticeable mainly in the presentation of the "geometric" structure of the *Iliad*. In brief, we have here a worthy successor to the recent work of such eminent Homerists as Bowra, Lord, Notopoulos, Page, Schadewaldt, and Wade-Gery.

There are few misprints, mainly in the titles of German works cited in the notes at the back. I was, however, bothered by the spelling "Pulydamas" (found *passim*) for the more familiar "Polydamas" — the Greek of course has the diphthong omicron-upsilon.

—K.G.

Gate to the Sea. By Bryher. New York: Pantheon Books, 1958. Pp. 119. \$2.75.

Those connoisseurs of the historical novel who savored *Roman Wall* will look forward to another deeply penetrating recreation of the ancient past by the same author. Within an even briefer compass, Bryher — as Winifred Ellerman chooses to be known — has again succeeded in recapturing intimately the woes of a dying civilization. *Roman Wall* showed us a frontier town in Helvetia in the late third century A.D., on the eve of one of those barbarian invasions that led to the death of the Empire. *Gate to the Sea* takes the reader some seven centuries back; its theme is that of a way of life already dead. The locale is Posidonia, the Greek town in southern Italy that is more familiar to Latinists as Roman Paestum—we all remember Vergil's *biferique rosaria Paesti* (G. 4.119). The roses are there, but drooping, for the town has been occupied by the Lucanians, the surviving citizens have been enslaved, the use of Greek is proscribed, and an ancient, well-loved way of life is on the point of

disappearing. The slender story is built around the lovely character of Harmonia, priestess of Hera; her dealings with her people, with the conquerors, and, above all, with the unknown forces that shape her destiny are what give the book its depth. There is excitement, too, with would-be rescuers, a hidden treasure, and a flight in disguise; and there is atmosphere, unobtrusive yet pervasive, so that we live with the author's characters rather than have them described to us. The finishing touch is added by the inclusion of eight magnificent photographs, by Islay de Courcy Lyons, of the present remains of the ancient town. This is indeed a wonderful little book.

—K.G.

The Sword of Pleasure. By Peter Green. Cleveland and New York: The World Publishing Company, 1958. Pp. 315. \$3.95.

The Young Caesar. By Rex Warner. Boston and Toronto: Little, Brown and Company, 1958. Pp. 353. \$4.75. It is a pleasure to call the attention of Latin teachers to these new historical novels. They bring to vivid life that period of antiquity which is probably closest to the daily work of most of us.

Though written by different authors, the two can almost be read as a continuous narrative, for one is the life story of Cornelius Sulla the Dictator, the other the story of Julius Caesar up to the time of his departure for Gaul. (By a curious coincidence, a third novel published in 1958 provides the conclusion to what might be called a Roman trilogy: Alfred Duggan's *Three's Company*, which centers on the life of Aemilius Lepidus the Triumvir.)

Both books follow the autobiographical method used so brilliantly by Robert Graves in *I, Claudius* and, more recently, by Marguerite Yourcenar in *Memoirs of Hadrian*. Neither book here under discussion is so completely successful in recapturing what must have been the essence of its purported narrator as were the accounts of the two emperors; the comparison, however, is perhaps invidious, for very little is known of the real Sulla, and Caesar has possibly been treated too often in recent years.

Sulla is known to have been writing his memoirs when he died in retirement in 78 B.C. Mr. Green, a young British classicist and man of letters, presents us with a conjectural version of these memoirs. Beautifully and sensitively written, unobtrusively accurate, exciting and yet frequently

profound, it is a plausible recreation of what Sulla might have written in self-defense and expiation had he been the kind of person Mr. Green thinks he was. It may be questionable whether a man capable of the atrocities that Sulla committed could have been as philosophical and sensitive as Sulla is here portrayed. On the other hand, Mr. Green has a right to his interpretation, which bases itself upon the warping effect of a poverty-stricken, humiliating childhood upon a proud, ambitious, and highly intelligent personality. As a novel, the book is superb. Very occasionally, the reader may sense inconsistencies or confusions in the motivation or the narrative, but in the sweeping movement of the story these slight blemishes will be overlooked.

Rex Warner is well known as a translator, novelist, poet, and essayist. He is less happy in his choice of a setting than is Mr. Green; the last words of the "Prologue" with which he introduces the actual reminiscences of Caesar are: "Before his death we may imagine him reflecting in some such terms as these upon the life that was so nearly over." The account that follows is no less vivid, and perhaps more true to reality, than is Sulla's in *The Sword of Pleasure*, but one cannot help wondering when during those hectic last years Caesar could have found the time and the energy to reflect so lucidly and at such length as he does in *The Young Caesar*. Once, however, one is engaged in reading "Caesar," such scruples rapidly disappear, and we follow with absorption the unfolding of what is, after all, a familiar sequence of events, but is here presented with such skill and insight that one almost forgets that "Tis an old tale, and often told."

There are some stupid errors: "Marcii Reyes" for "Marcii Reges" (pp. 186 and 189), "political works" for "poetical works" (p. 305), and "contended myself" for "contented myself" (p. 310); and pages 125 and 141 present contradictory statements on the minimum age for entering the senate. Again, however, these are very minor flaws in an outstanding novel. More intellectual, as befits its main character, than Mr. Green's work, it still has its share of moving moments; the last sentence is: "Meanwhile I sent Titus Labienus on ahead to Gaul." A masterly conclusion.

—K.G.

Roman Readings. Edited by Michael Grant. ("Pelican Books," A393.) Baltimore: Penguin Books, 1958. Pp. ix plus 13-464. 95¢

Add another hit to the already impressive score of both the editor and the publisher of this new anthology of Latin literature in English translation.

The choice of both the selections and the versions in which they are presented is well adapted to stimulate the interest and appreciation of the contemporary Latin-less reader; the introductions to the several authors are concise, yet adequate, and especially valuable for their comments on the influence exerted by the Romans on later literatures; the occasional footnotes are helpful without being overfull; and intelligent readers will welcome the brief lists of pertinent dates and books on Latin literature. (It is too bad that the only book on Cicero given should be H. A. K. Hunt's *The Humanism of Cicero*—see THE CLASSICAL OUTLOOK for March, 1956, p. 60; readers should also beware of the "temple vowed by Romulus to Jupiter and Stayer" [p. 398, first footnote], and of the badly garbled footnote on page 413.)

The editor has had two goals in mind. In his selection of authors he has "kept to the main highway" (p. viii). Readers will find his distribution satisfactory, on the whole: Plautus—10 pages; Terence—4; Cicero—31; Lucretius—18; Catullus—8 (shorter pieces only); Caesar—21; Sallust—7; Vergil—49 (including all of *Aeneid* 4); Horace—39; Livy—22; Propertius—7; Ovid—23 (too much from the *Metamorphoses* and not enough from the other works); Phaedrus—4; Seneca—16 (including excerpts from the tragedies); Lucan—10; Petronius—10; Quintilian—7; Martial—7; Pliny—13; Juvenal—12; Tacitus—27; Suetonius—15; Apuleius—11; Tertullian—4; and St. Augustine—10. In his selection of translations he has adhered to the criterion that "translations should, in their own right, be comprehensible, pleasing, and readable to people living now" (p. viii). This goal also he has achieved: whether living centuries ago (e.g., Sir Philip Sidney, John Dryden, Samuel Johnson, Lord Byron), or of our own decade (e.g., C. Day Lewis, Rolfe Humphries, Gilbert Highet, Rex Warner, Robert Graves, and the editor himself—there are even hitherto unpublished versions), his translators know their business.

In short, this little "Pelican" is to be recommended highly. Latin teachers will find it an ideal gift or prize for their better students, who will receive it gratefully.

—K.G.

DIXIT HORATIUS

Tu, quaecumque Deus tibi fortunaverit horam,
grata sume manu, neu dulcia differ in annum,
ut, quocumque loco fueris, vixisse libenter te dicas.

Ep. 1.11.22-25

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For a list of plays in Latin see THE CLASSICAL OUTLOOK for March, 1958, page 70, or send for free classified list "Plays in Latin."

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For a list of Radio and Other Programs (exclusive of plays in Latin and plays in English) see THE CLASSICAL OUTLOOK for March, 1956, pages 61 and 62, or send for free classified list "Radio and Other Programs."

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Smaller Classical Dictionary. Revised from William Smith by E. H. Blakeney and J. Warrington. A new and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$4.00; paper-back edition, \$1.45.

Canemus. By Julia B. Wood. In two parts, "Group I" and "Group II." Both contain Latin songs or translations of Latin songs, with music. In addition to the songs in "Group II" there is information on ancient music, rhythm, and verse, and an extensive bibliography on the music of the Greeks and Romans. Group I, 50¢; Group II, 70¢.

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Professor Helen H. Law's popular *Bibliography of Greek Myth in English Poetry* is now available in a revised and enlarged edition. It is a "must" for teachers of Classical Mythology, Comparative Literature, and English Literature as well as for teachers of Latin and Greek. Order as Bulletin XXVII. Price, \$1.00.

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THE GREEK TRADITION IN SCULPTURE

This is a 142-page pamphlet prepared by Walter R. Agard. This material originally appeared as No. 7 in a series of studies published by the Johns Hopkins Press in 1930 under the editorship of David M. Robinson. The pamphlet contains 34 full-page pictures with descriptive text under the following headings: Greek Sculpture, The Sculpture of Rome, The Lingering Tradition, The Renaissance, Classicism and Neoclassicism, The Modern Debt to Greek Sculpture. 75¢

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The eighth edition of *The Latin Club* by Lillian B. Lawler is still available. Order as Bulletin XII. Price, \$1.00.

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A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association. It should be placed in the hands of every advisor of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 1/8" by 9 1/2" envelope. Additional copies may be obtained at 10¢ each postpaid, or 5¢ each in quantities of ten or more.

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A booklet containing all the Latin words prescribed by the College Entrance Examination Board for the first, second, and third years with their English meanings. Prepared by John K. Colby. Price, 50¢ each in any quantity.

A CATALOGUE OF AUDIO-VISUAL AIDS

This catalogue, prepared by William M. Seaman, is a revision of the *Catalogue of Visual Aids* compiled by Dorothy Burr Thompson in 1949 for the Archaeological Institute of America and distributed by the American Classical League. The new edition is restricted mainly to classical studies. The following general headings show the scope of the items included: Films; Filmstrips; Slides; Stereo Slides; Other Visual Materials: Pictures, Maps and Charts, Models, Objects, Coins; Audio Materials. Included is a Directory of Producers and Distributors and a Bibliography. 50¢

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